

## **BUILDING BLOCKS FOR HISPANIC OUTREACH AND SERVICE: A VIEWER'S GUIDE FOR THE HEAD START COMMUNITY**

### *Introduction*

In recent years, many Head Start and Early Head Start programs have experienced significant changes in the demographic make-up of low-income families living within their service areas. In some communities, new racial and ethnic groups have arrived, while in other communities low-income families have moved to different neighborhoods. Many programs have responded to these changes by conducting active outreach efforts to bring new members of the community into the Head Start fold. In addition to the new recruitment strategies, these efforts have also included hiring staff who speak the languages of new groups, modifying curriculums, relocating centers to new sites and many other innovations.

According to the U. S. Census Bureau report, between 2000 and 2006, Hispanics accounted for approximately half of all U.S. population growth and Hispanic children made up almost three-fourths of the increase in children under the age of five<sup>1</sup>. In addition, the population of refugees and immigrants who have come to the United States from around the world is growing. As the demographics and dynamics of service areas change, local Head Start and Early Head Start programs will have to increase their capacity to meet the needs of the emergence of Hispanic and other diverse populations.

One of the many reasons that Head Start has been so successful for more than 40 years is its responsiveness to the cultural diversity of the local communities that are served. Local programs are encouraged to increase their efforts to recruit underserved populations and establish services that are culturally linguistic and responsive to diverse populations.

To further support these efforts, the Office of Head Start is offering a new video series called *Building Blocks for Hispanic Outreach and Service* which is designed to help local Head Start and Early Head Start programs fulfill the Head Start mission. The series includes a viewer's guide designed to promote discussion and planning aimed at reaching out to Hispanic families. There are 4, 15-minute videos in this series as listed below:

- The Hispanic Population in the United States
- Understanding the Hispanic Community in Your Area
- Meeting the Needs of Hispanic Families
- Meeting the Needs of Hispanic Children

The videos include scenes from Head Start and Early Head Start programs and interviews with staff, parents, and a variety of experts in the field. The videos will be of interest to many audiences: governing bodies, program administrators, staff, parents, and community partners. The Viewer's Guide includes questions to consider before viewing each video, and includes questions for guiding further discussion at local programs.

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<sup>1</sup> U. S. Census Bureau. (2006). Hispanics in the United States.

*The Building Blocks for Hispanic Outreach and Service* videos and viewer's guide complement [Five Steps to Community Assessment: A Workbook for Head Start and Early Head Start Programs Serving Hispanic and Other Emerging Populations](#). This new workbook provides guidance on how to conduct a community assessment and may be used when making programmatic decisions and identifying or assessing the needs of eligible populations, and the availability of resources. The process for conducting a community assessment to identify eligible Hispanic families is the focus of *Building Block 2 – Understanding the Hispanic Community in Your Area*.

### *How to Use This Guide*

*The Building Blocks for Hispanic Outreach and Service* and the *Community Assessment Workbook* have been developed to form a comprehensive approach to community assessment, recruitment, and service delivery. Local Head Start and Early Head Start programs can utilize these tools together to help guide local recruitment and outreach efforts.

Together, the *Building Blocks'* videos, *Viewer's Guide*, and the new *Community Assessment Workbook* can help local programs gain a better understanding of their community and develop ways to meet the needs of underserved populations. By incorporating some of the strategies from the *Building Blocks* video series, it can help local programs:

- build a complete picture of how your service area is changing
- address the challenges facing your program now and in the future
- create a framework for strengthening your ability to serve underserved children and families.

As you begin to incorporate new recruitment strategies, local Head Start and Early Head Start directors along with their managers can use the *Viewer's Guide* questions and videos as part of staff orientation, community partnership meetings, or planning with their policy group. Each video includes questions that will prove valuable for enhancing outreach and recruitment efforts.

This resource is best used in a group setting with staff, parents or community partners. You may want to provide a copy of the questions to all viewers before watching the video. To view the videos, you will need Real Player, which is available as free download software. A corresponding Viewer's guide for each video is included on the proceeding pages.

## **Viewer's Guide: BUILDING BLOCK 1: THE HISPANIC POPULATION IN THE UNITED STATES**

Nationwide, the Hispanic population in the United States is growing and is expected to continue. Projections show a U.S. Hispanic population of 49 million by 2010 and a population of 63 million 10 years later which will have the most impact on children under the age of 5. The Hispanic population represents 22 different nations from Latin America, all of which bring many different values and traditions. This video provides different perspectives on how Head Start and Early Head Start programs can plan their recruitment efforts by furthering their understanding of the population.

### **Viewer Questions:**

The following questions can help identify some key issues that may be raised among your group while watching the video.

1. How familiar is your program with the different *countries of origin* of the families of the *children* served by your program? Do you know what the different *home languages* are?
2. Of these different countries of origin what are the *cultural differences* and *similarities* that reflect the families served by your program?
3. Do you know the different *countries of origin* and home languages of the *staff* in your Head Start program?

### **Discussion Questions:**

After viewing the video, your group can engage in a conversation about the scenes from the video. The goal of this conversation is to have a better understanding of what steps, if any, your local program and community may need to take in outreach and service to the Hispanic population. Listed below are some suggestions for discussion questions:

1. What do we know about the *various cultures* represented by the families and children served by our program? What about our staff?
2. What do we want to learn more about and value about Hispanic culture?
3. How does the variety of cultures represented in our programs impact how we work and how we deliver services to children and families?

## **Viewer's Guide: BUILDING BLOCK 2: UNDERSTANDING THE HISPANIC COMMUNITY IN YOUR AREA**

Regulations on *Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start*, (45 CFR 1305), require grantees to conduct a Community Assessment at least once every three years. Grantees use the results of the assessment to determine the eligibility of children and families who will be given priority for recruitment and selection. This video provides a snapshot of a process and of strategies that Head Start and Early Start programs may use to ensure that their community assessment includes specific data that may be used to address the needs of Hispanic children and their families.

### **Viewer Questions:**

The following questions can help identify some key issues that may be raised among your group while watching the video.

1. Take a moment to think about your perceptions and views of your local Head Start or Early Head Start community. Are you aware of changes in your community? What kind of changes?
2. How do you think the population that your Head Start or Early Head Start program serves *reflects* your perceptions and views of your community?
3. What are the obstacles or challenges that make it *difficult to accurately measure* Head Start eligible Hispanic families in your community?

### **Discussion Questions:**

After viewing the video, your group can engage in a conversation about the scenes from the video. The goal of this conversation is to have a better understanding of what steps, if any, your local program and community may need to take to in outreach and service to the Hispanic population. Listed below are some suggestions for discussion questions:

1. How is our *community changing*? Do we think that our program is keeping up with these changes? If so, how? If not, why not?
2. Is our community assessment process *giving us a good picture* of the changing populations in our community? The video offers one example of how one program participated in geo-coding and mapping a program. There are many other ways to approach this challenge—how can we improve the way we conduct our community assessment?
3. If improvements are to be made to our community assessment process, what do we need to *do differently*? What steps can we take?

## Viewer's Guide: BUILDING BLOCK 3: MEETING THE NEEDS OF HISPANIC FAMILIES

Children and families come to Head Start rooted in a culture that gives them meaning and direction. Head Start offers parents opportunities and support for growth and allows them to identify and meet their own goals while nurturing the development of their children in the context of their family and culture. This video takes a look at how Head Start and Early Head Start programs can ensure their services meet the needs of Hispanic families by building trust and by developing relationships.

### Viewer Questions:

The following questions can help identify some key issues that may be raised among your group while watching the video.

1. With an increase of Hispanic families migrating to the U. S. in recent years, how would your program describe what it's like for immigrant, Hispanic families *when they arrive* in the United States? Are there issues and challenges that make it difficult for your program to serve them?
2. What are some of the *challenges facing the Hispanic families* in your program and in your community?
3. Do you think there are *changes your Head Start or Early Head Start program* could make to better serve Hispanic families?

### Discussion Questions:

After viewing the video, your group can engage in a conversation about the scenes from the video. The goal of this conversation is to have a better understanding of what steps, if any, your local program and community may need to take to in outreach and service to the Hispanic population. Listed below are some suggestions for discussion questions:

1. Do we think "*culture shock*" has been an issue for Hispanic families in our program? If so, how is our program assisting these families?
2. What *barriers* can our program identify that may prevent Hispanic families from seeking and receiving the services they need? If so, what approach has our program taken to address these barriers?
3. Building trust with families is a cornerstone of Head Start and Early Head Start programs, how would we describe our program's approach to building *trust* with Hispanic families? For example, is our staff skilled at conducting an effective interview, or engaging in a friendly conversation with new families? Are there other ways that our program can welcome and build trust with Hispanic families?
4. What *community resources* are available that our program can use or establish partnerships with to provide services to Hispanic families and children?

## **Viewer's Guide: BUILDING BLOCK 4: MEETING THE NEEDS OF HISPANIC CHILDREN**

Head Start's commitment to providing children with a safe, nurturing, enjoyable and secure learning environment includes an all-inclusive program of services to ensure that children are healthy and ready to learn. The varied services and experiences provided by local programs support the continuum of children's growth and development. This video takes a look at the importance of understanding the physical, social, emotional, and cognitive development of Hispanic children and the role that parents play. Teaching staff may use the examples provided in this video when planning classroom learning activities, and when planning activities for involving parents.

### **Viewer Questions:**

The following questions can help identify some key issues that may be raised among your group while watching the video.

1. How has your Head Start or Early Head Start program created a culturally supportive environment where Hispanic children can *learn*?
2. How does your program both *support* Hispanic children's home language and *promote* their acquisition of English?
3. How are Hispanic parents involved in supporting their children's *home language*?

### **Discussion Questions:**

After viewing the video, your group can engage in a conversation about the scenes from the video. The goal of this conversation is to have a better understanding of what steps, if any, your local program and community may need to take in outreach and service to the Hispanic population. Listed below are some suggestions for discussion questions:

1. How would we describe our program's policies and practices for being *culturally linguistic and responsive* to meeting the cognitive and social emotional needs of *Hispanic children's learning experiences*?
2. Do our procedures for identifying and serving *children with special needs* work effectively with children *whose home language is not English*, in this case Spanish? Do we need to make changes, if so, what changes would we make?
3. How does our program promote and support the *oral health, nutrition and wellness* of Hispanic children and families? Are there any *cultural barriers* that our program should address?
4. How does our program involve the *viewpoints and cultural backgrounds of Hispanic parents* in addressing the educational and developmental needs of their children?